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ABSTRACT

This publication includes practical suggestions for emphasizing responsibility in social studies classes for grades 9-12, and is a companion to "Building a Foundation for Citizenship," which outlines steps for establishing a citizen/character education program in North Carolina public schools. Strategies for teaching the social studies strands "Economic, Legal and Political Systems" and "United States History" include intellectual exercises that require students to learn and make choices related to responsibility. Each of the strategies provides an example of a multidimensional learning experience, and is organized to include a goal, skills, the responsibility theme, a strategy, assessment, and resources. An appendix includes rubric models and traits for the National Civic Standards and Responsibilities of School Personnel. (MM)

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The Social Studies Character/Citizenship Education Connection

Teaching Responsibility in the High School Social Studies Curriculum

SO 029 707

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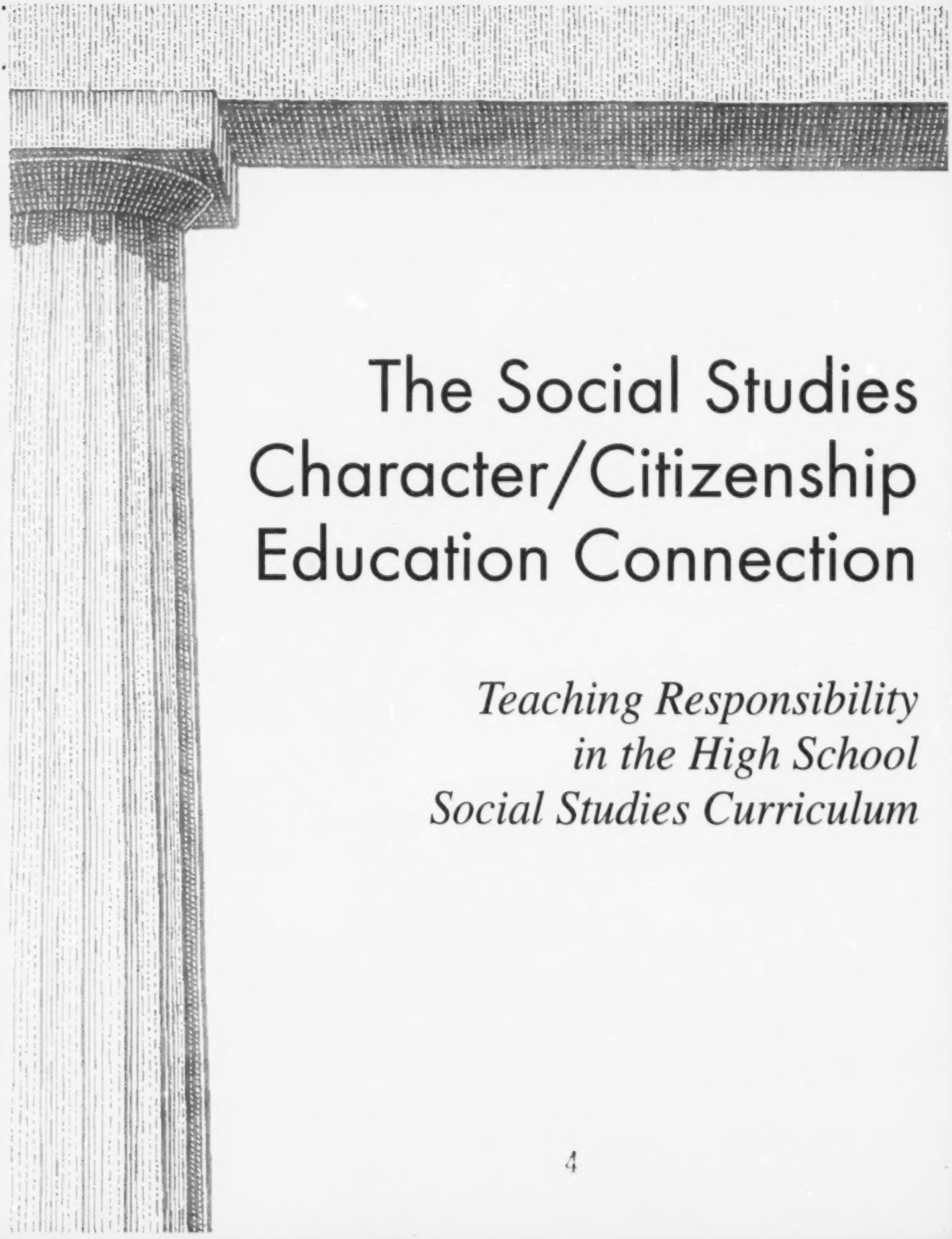

The Social Studies Character/Citizenship Education Connection

Teaching Responsibility in the High School Social Studies Curriculum

The Social Studies Character/Citizenship Education Connection

Introduction

Increasing interest

Character education is receiving greater attention today in public schools than in the recent past. For social studies teachers character education provides a natural opportunity to emphasize traits that are needed for responsible citizenship.

Support

The character education movement enjoys support from many segments of the education community and society. Many school systems are successful in identifying a list of core traits that are both important and non-controversial. The list of traits from the *National Civics Standards* found on page 1 of the Appendix enjoys support throughout the nation. Clearly many of the traits that an individual must have in order to function effectively in the legal and political systems of our nation are similar to the traits that are highlighted in successful character education programs.

Earlier publication

In the fall of 1995 the Department of Public Instruction distributed a publication entitled *Building A Foundation for Citizenship.* This publication outlined steps communities and schools might follow when establishing a citizenship/character education program. In addition, this publication identified curricular approaches, obvious connections to the *North Carolina Standard Course of Study*, and resources that may be helpful in establishing a viable program. This publication was distributed to every school in North Carolina.

This publication

This publication is a companion to *Building A Foundation for Citizenship* and includes practical suggestions for emphasizing **responsibility** in social studies classes 9-12. Effective instruction designed to develop traits such as responsibility should include each of the following components; intellectual exercises that require students to learn and think about choices related to responsibility, activities requiring students to examine how they and others feel about issues related to responsibility, and an action component that requires action or at the very least an action plan for responsible action.

Legislative definition

Responsibility was defined in the 1996 ABC legislation enabling local boards of education to teach character. Responsibility is defined as *being dependable in carrying out obligations and duties; showing reliability and consistency in words and conduct; being accountable for your own actions; and being committed to active involvement in your community.* This definition is consistent with the overarching goal of social studies: preparation for citizenship in a democratic society.

Shared responsibility

Ultimately all students must learn to behave responsibly in many social situations. The needed understandings, skills, and attitudes can be nurtured and reinforced by the family, the total school program, and the community.

Common good and public life

Education in the United States has always addressed the goal of helping students to behave **morally, show self-restraint, and be good citizens**. Public schools have always given a high priority to preparing students who are capable of considering factors other than self-interest when making social decisions. However, in recent years many have come to realize that far too few students spontaneously demonstrate these capacities. Clearly more effort is needed by schools and others to help students develop and reinforce these important capacities.

The influence of teachers an schools

Teachers and schools play a key role in the development of character traits and the capacities needed for responsible citizenship. An average high school student spends about seventeen percent of his/her total time engaged in school-related activities. Students are under the influence of family and community for a majority of the remaining time. However, an objective analysis reveals that schools have a profound effect on the student's intellectual, social, and emotional development. Teachers are the primary influence on students while in school. Teachers should carefully examine all aspects of their instructional and non-instructional activities to find ways to help students make more responsible decisions and to behave more responsibly. Educational literature and conventional wisdom strongly support the belief that the moral action and demonstrated character by teachers have far more impact on students than any formal or informal program in the school. (See Appendix 2; ***Responsibilities of School Personnel***)

Social Studies Standard Course of Study

The *North Carolina Standard Course of Study Framework* outlines skills and understanding needed by all students to function well in a free and open society. The ultimate goal of the K-12 social studies program is to prepare students to be active, **responsible** citizens in a rapidly changing world. Each grade span and each grade focus is filled with opportunities to emphasize **responsibility**. The social studies curriculum also provides many opportunities to demonstrate how responsibility applies to both the personal and public lives of students. The social studies curriculum at each level can be enhanced by using these opportunities to help students better understand the **common good** and how their individual and collective actions affect others. The learning strategies in this publication require students to use and apply a wide range of intellectual and social skills that are essential for making responsible decisions and behaving responsibly in both their **public and private lives**.

Responsible courses of action

Through the social studies curriculum students can be encouraged to think about situations that require them to make choices about responsible courses of action. Examples in this publication provide ideas for guiding students to consider responsible courses of action in both contemporary and historical settings. These strategies require students to consider consequences of various actions and should encourage them to consider the principles that guide those taking various courses of action.

Accepting responsibility

Students should also consider situations that require them to make decisions about when one should be held responsible or to analyze the decisions of others regarding the same. Students should be encouraged to view problems from the perspectives of those represented in the situation. In terms of social and intellectual development, perspective taking should receive a high priority. The experience of viewing problems from many points of view will prepare students to make better decisions regarding responsibility. Strategies related to this strand should meet the same criteria as those used to explore responsible courses of action.

Behaving responsibly

Students should be given the challenge of demonstrating responsible behavior at all times. The more successful schools, families, and communities are in helping students to learn to behave responsibly, the more open and free United States society will remain. Every effort should be made to provide opportunities for students to perform tasks beyond the classroom for an audience beyond the classroom. Such opportunities will allow students to demonstrate their capacity to apply understandings, skills, and attitudes.

Appropriate study of issues, problems, and questions related to responsibility

Examining issues, problems, and questions related to the most responsible course of action, or when to hold an individual or a group responsible, will bring relevance to the study of a wide range of social, economic, and political problems. The strategies that follow are not exhaustive or detailed, but they provide examples of how to emphasize responsibility as the standard curriculum is taught. The best strategies for developing students' understanding and commitment to elements of character and citizenship are multidimensional. These strategies will help students master knowledge, develop constructive attitudes, and apply social skills in many contexts.

Economic, Legal and Political Systems in Action

Goal 1: "The learner will investigate issues and problems confronting the American economic, legal and political systems" and Goal 10: "The learner will evaluate the influence of ethical and moral principles and religious beliefs on the development of our economic, legal, and political systems" in the teacher handbook for **Economic, Legal, and Political Systems in Action** are goals that are likely to be emphasized in most units of study. They are "in the water" so to speak and should receive emphasis as specific aspects of government, law, politics and the economy are studied. These goals provide numerous opportunities to focus on responsibility. Other goals and objectives provide additional opportunities to focus on responsibility. The examples that follow are illustrative and should not be viewed as an exhaustive list. The examples are intended to provide a stimulus for thinking of additional ways to place emphasis on responsibility.

Strategy 1

Connecting to the curriculum:

Goal 1.2 Analyze causes and consequences of recurring social and economic problems and issues.

Skill I: The learner will acquire information from a variety of sources.

Skill II: The learner will use information for problem-solving, decision-making, and planning.

Responsibility Theme: Responsible courses of action

Strategy

Have students read an article or several articles on problems that arise when individuals fail to support their family or care for and nurture their children. Conduct a Socratic discussion on the articles emphasizing responsible courses of action that individuals might take to avoid or rectify such problems.

Assessment

Following the discussion have students write an essay or a letter to an editor or public official suggesting a solution to the problem of irresponsible parenting. Score the essay and letter using a rubric.

Resources

Articles on problems that arise from irresponsible parenting and a rubric.

Strategy 2

Connecting to the curriculum:

Goal 2.8 Demonstrate the importance of being a responsible economic decision-maker.

Skill II: The learner will use information for problem-solving, decision-making, and planning.

Responsibility Theme: Who should be held responsible?

Strategy

Have students role-play scenarios such as over use of credit cards, impulse buying, nonpayment of debt, and failure to save and invest. Follow each role-play with a debriefing that emphasizes who is responsible for the consequence of the poor choice depicted in each situation.

Assessment

Judge student role plays and participation in debriefing using a rubric.

Resources

Role play scenarios and a rubric

Strategy 3

Connecting to the curriculum:

Goal 3.2 Analyze factors which contribute to increased productivity.

Skill II: The learner will use information for problem-solving, decision-making, and planning.

Responsibility Theme: What is the responsible course of action?

Strategy

Give students a case study that causes them to view a problem related to increasing productivity from the perspective of management. Management has the dilemma of adding technology to increase productivity or moving the plant to another country where wages and the absence of government regulation will significantly lower production costs. If the company stays in the same location and adds technology, it will cause some workers to retrain and others to lose their jobs. If they move to another country, they will cause everyone to loose his/her job and it will have a ripple effect on the local economy. Either option will make the company more profitable. Moving the plant to another country is likely to be the more profitable option.

Have students analyze the case either individually or in small groups followed by a large group discussion. Questions that may enhance student analysis and discussion are

- Does the company have an obligation to the community or non employees?
- What is the company's obligation to its employees?
- Should profit be the primary consideration in this decision?

Assessment

Judge student participation in the discussion using a rubric.

Resources

Case study

Strategy 4

Connecting to the curriculum:

Goal 5.7 Analyze relationships between economic conditions and political decisions.

Skill I: The learner will acquire information from a variety of sources.

Skill II: The learner will use information for problem-solving, decision-making, and planning.

Responsibility Theme: What is the responsible course of action?

Strategy

Over time have students monitor news coverage in a variety of media including newspapers, news magazines, radio, and television for the purpose of identifying economic problems or issues that must be addressed by political decision makers or public policy. Have students summarize what they know about the problem or issue either in narrative or on a retrieval chart. Have them either identify or brainstorm the alternative choices faced by the individual official or policy-making body and infer what the political costs are for each option before the decision is made. Have student write essays supporting the option they deem best. Have students further monitor news reports to determine what decision was actually made.

Assessment

Since this strategy will be ongoing for weeks or perhaps months, check periodically to determine if students are monitoring and recording news reports regarding the assigned economic issue. Observe and score students' participation in the discussions and brainstorming sessions using a rubric.

Resources

News sources, retrieval charts

Strategy 5

Connecting to the curriculum:

Goal 8.7 Evaluate various methods used by society to deal with criminal and anti-social behavior.

Skill II: The learner will use information for problem-solving, decision-making, and planning.

Skill III: The learner will demonstrate skill in constructive interpersonal relationships and social participation.

Skill IV: The learner will participate effectively in civic affairs.

Responsibility Theme: Who should be held responsible?

Strategy

Give students several case studies summarizing the actions of individuals who have been convicted of a crime. The crimes should vary in severity and duration. Have students look at the cases and determine how the offenders should be treated. Options should range from incarceration to probation and as many others as are appropriate. Have students decide individually how each offender should be treated. After students decide individually, place them into small groups and ask them to reach consensus regarding the appropriate option for the convicted person. Following small group consensus have a whole group discussion of the options for each offender. Questions such as those that follow may help facilitate student analysis and discussion.

1. How serious was the crime/problem?

2. How many people were involved? How much property, how much land, how many plants, animals, or other things of value were affected?

3. Over how long a period of time did the crime/problem take place?

4. How great an effect did the crime/problem have?

5. How offensive was the crime in terms of right or wrong and human dignity?

6. Was the crime the result of an intentional act?

7. Was the crime the result of recklessness?

8. Was the crime the result of carelessness or thoughtlessness?

9. Did the person know that he or she was committing a crime?

10. What was the person trying to accomplish?

11. Had the person done something like this before?

12. How did the person feel about what he/she had done?

13. Did the person act alone, as a leader, or as an accomplice?

14. Did the victim contribute to the crime/problem?

15. Should the person be punished, forgiven, or required to pay restitution? Explain how this should be done.

Follow the whole group discussion with a writing assignment on a topic such as "severe punishment of convicted offenders is the best method of deterring crime."

Assessment

Observe and score students participation in the discussions using a rubric. Score the writing assignment using a rubric.

Resources

Cases profiling criminals and rubrics

Strategy 6

Connecting to the curriculum:

Goal 10.2 Analyze examples of conduct by public officials, corporate officers, and private citizens in a variety of situations and evaluate their conduct in terms of given criteria.

Skill I: The learner will acquire information from a variety of sources.

Skill II: The learner will use information for problem-solving, decision-making, and planning.

Skill IV: The learner will participate effectively in civic affairs.

Responsibility Theme: Who should be held responsible?

Strategy

Have students monitor the progress of a trial or a congressional hearing and report on significant facts and issues related to the case. Cases involving fraud or improper conduct by a public official or someone prominent in the business community, are often reported by the national media. An alternative to monitoring an active case is to have students read the facts in a historical case. After the students have sufficient information about the case have them suggest a way to fairly resolve it.

Depending upon the complexity of the case it may be best to have students participate in an activity such as adversary or a simple mock trial. If either adversary or a mock trial seems inappropriate for your students, have students brainstorm solutions followed by a Socratic discussion of the issues involved and the consequences for various courses of action that are proposed. The discussion should focus on who is affected by the illegal or unethical behavior and how enduring the effects will be, as well as the overriding question of "What if everybody did?"

Assessment

Use a rubric to rate the quality of the student's monitoring efforts, their participation in adversary or the mock trial, the Socratic discussion, and the quality of their written opinions.

Resources

News sources, cases, mock trial scripts, scenarios for adversary, and appropriate rubrics.

United States History

In the normal United States history sequence there are countless opportunities to teach about civic responsibility. In each era of our nation's history individuals have been placed in the position of deciding the most responsible course of action or when to hold someone responsible. Many of these decisions involve making choices between very legitimate responsibilities that are in conflict. As events are studied, and as opportunities arise, teachers of United States history are encouraged to focus on responsibility. The examples that follow are illustrative. The opportunities for activities involving responsibility are far too numerous to include in a single publication.

Strategy 1

Connecting to the curriculum:

Goal 1.4 Distinguish between immediate and long-term causes of the American Revolution.

Skill I: The learner will acquire information from a variety of sources.

Skill II: The learner will use information for problem-solving, decision-making, and planning.

Skill III: The learner will demonstrate skill in constructive interpersonal relationships and social participation.

Skill IV: The learner will participate effectively in civic affairs.

Responsibility Theme: What is the responsible course of action?

Strategy

Have students read opposing points of view on areas of disagreement among the colonists and the king and parliament such as: taxation, quartering of troops, rights of the accused, navigation acts and disposition of western lands. Debate, discuss, and write about what actions the colonist should take. In their analysis of the readings, students should identify the points of view of the authorities in England and the people who were most outspoken in the colonies including both "patriots" and "loyalists". Students should develop criteria for judging the validity of the arguments.

Similarly they should develop criteria for judging the method used by the patriots in expressing their displeasure regarding the action of the authorities representing parliament and the crown. Among the actions students should consider in their analysis are

- hanging in effigies
- destroying private property
- orderly demonstrations
- petitioning the government
- writing articles and letters of protest
- intimidating government officials
- boycotting products.

Students may debate selected points of view or write about the ideas expressed in written accounts of the actions taken by colonists expressing their point of view.

Variations of this strategy may be used throughout the course to help students judge the validity of various points of view on divisive issues studied in many time periods.

Assessment

Student research, oral discourse, and writing may be judged using a rubric. Comprehension quizzes on selected documents read by all students, may help in assessing students' grasp of important ideas.

Resources

Resources include collections of government diaries, letters, and other written accounts of the period. *Documents of American History* by Henry Steel Commanger or similar books will have many documents of the type

that will be needed for this activity. Historical WEB pages also have many such documents.

Strategy 2

Connecting to the curriculum:

Goal 5.2 Analyze long-term and immediate causes of the war and assess the extent to which slavery was a cause of the conflict.

Skill I: The learner will acquire information from a variety of sources.

Skill II: The learner will use information for problem solving, decision making, and planning.

Skill III: The learner will demonstrate skill in constructive interpersonal relationships and social participation.

Skill IV: The learner will participate effectively in civic affairs.

Responsibility Theme: What is the responsible course of action?

Strategy

After students have read works by abolitionists and discussed their role in the debate over slavery, give them a list similar to the one that follows and ask them to decide which methods they could have employed in the fight against slavery if they had been abolitionists. Have students individually decide which activity they would have been most likely to become engaged in and what the consequences might have been to them and to the cause. Have them write an essay detailing their choice and the possible consequences. Have students volunteer to read their essays to the entire class or in smaller groups.

Starter list (You are encouraged to enlarge or modify the list to conform to the background reading that students may have completed.)

- Make speeches.
- Try to convince individual slave owners to free their slaves.
- Work in the Underground Railroad.
- Write books and pamphlets.
- Organize a slave rebellion.

Assessment

Oral discourse and writing may be judged using a rubric.

Resources

Collections of diaries, letters, and other written accounts of the period Historical WEB pages also have many such documents.

Strategy 3

Connecting to the curriculum:

Goal 6.3 Trace the development of labor unions and judge their effects on economic arrangements and the lives of working people.

Skill I: The learner will acquire information from a variety of sources.

Skill II: The learner will use information for problem solving, decision making, and planning.

Skill III: The learner will demonstrate skill in constructive interpersonal relationships and social participation.

Skill IV: The learner will participate effectively in civic affairs.

Responsibility Theme: Who should be held responsible?

Strategy

Have students imagine that they are members of a farm family in the 1890's. Tell the following story:

From sunrise to sunset you work with your parents to satisfy your basic needs for food, clothing and shelter, but you are not able to produce enough cash crops to provide any income beyond this most basic level. Each year your parents borrow more money to keep the farm going and go deeper into debt. Finally, your parents decide to give up the farm and go to work in a local textile mill. You will be guaranteed a steady income, but your lifestyle will change drastically.

Raise questions such as the following:

1. What new jobs/chores would you and the other members of your family now assume?

2. How would these changes affect your responsibilities toward each other? Toward co-workers? Toward employers?

3. In what ways might your living conditions improve? Worsen?

After students consider these questions, provide the following background information about cotton mills, mill hands, and changes in the textile industry:

In the late 1800's textile mills were expanding rapidly. As a result many families who were unable to meet their debts left the farm to work at these mills. These independent people in effect gave up their freedom for "public work" or steady wages, a company store, and mill housing. A system of paternalism arose because services that the mill workers needed could only be provided by the owner, who had the money to provide them. Among these services one would often find a company doctor, schools, and churches.

The workers worked from six to six-and-a-half days a week for ten to twelve hours a day. Often two to three people per family worked for the mill. Children as young as eight or nine worked at least part time. Teenagers were expected to work full time.

Wages depended upon longevity and age. Low wages and long hours caused much unrest, but the mill owners were able to exert their personal power to maintain control.

Discuss paternalism and the control of the mills and mill villages by the owners. Have students determine the degree to which paternalism often impacted the individual mill worker. Raise questions such as the following:

1. Was the mill owner justified in exercising such complete control of employees?

2. Did the workers have a more secure life because of the system that was in place?

3. Did the workers have legitimate grievances against owners?

4. Did the workers have a way to have their grievances addressed?

5. What conclusions can be drawn related to:
    - the rights of mill owners
    - the rights of workers
    - the reward/punishment system that existed in the mills
    - the effectiveness of this system of control.

Have students write an essay explaining the effects of paternalism on the lives of mill workers and mill owners.

Have students assume the role of mill owners or mill workers to complete diary entries describing the impact of paternalism on their lives.

Assessment

Oral discourse and writing may be judged using a rubric.

Resources

Writings that detail life of workers in textile mills from all regions of the country

Strategy 4

Connecting to the curriculum:

Goal 5.3 Trace important military and political events of the war period, and judge their significance to the outcome of the conflict.

Goal 7.2 Analyze the causes of United States involvement in World War I, and assess the effects of the war on the United States and other nations.

Goal 9.4 Describe and analyze the effects of the war on American economic, social, and political life.

Goal 12.4 Identify causes of United States involvement in foreign wars since World War II and judge the influence of our involvement on American society.

Skill I: The learner will acquire information from a variety of sources.

Skill II: The learner will use information for problem solving, decision making, and planning.

Skill III: The learner will demonstrate skill in constructive interpersonal relationships and social participation.

Skill IV: The learner will participate effectively in civic affairs.

Responsibility Theme: What is the responsible course of action?

Strategy

This strategy is an attempt to show the domestic consequences of nations going to war. It is particularly appropriate for showing a common theme in the Civil War, World War I, World War II, Vietnam War, and as current issues result in international tension.

The purpose of this strategy is to demonstrate to students that human experience reveals patterns. Students will also develop an awareness of the political and economic ramifications of war regardless of military outcome.

Ask students to read and conduct research about life at home during the period of the wars listed and identify political, economic, and personal consequences to people on the home front. Have students compare notes in small groups and discuss the importance of these consequences.

Introduce and discuss appropriate consequences from the following list of potential consequences of the wars (if studying several simultaneously) or the war that is being presently studied.

Potential Consequences of War:

- Decreased U.S. power internationally
- Increased U.S. power internationally
- Demagogues gaining power
- A "draft"
- Women being drafted
- Private property seized by government
- Concentration camps
- Increased covert activities
- Rights of the accused (habeas corpus, etc.) suspended
- Restrictions on trade
- Increased taxes
- Decreased taxes
- Propaganda
- Persecution of minorities
- Censorship of newspapers
- Increased spying (wiretapping, etc.) on American citizens
- Tension between Congress and the President
- Riots in the U.S
- Increased military control over civilian government
- Restrictions on freedom of speech
- Anti-intellectualism
- Shortages and rationing
- Economic prosperity
- Economic depression
- Government control of economy (wages, prices, etc.)
- Congress overthrown by military dictator
- Increased tolerance of minorities
- Greater citizen involvement in government
- More worker's rights
- Political violence and assassinations

- More money and higher inflation
- Farm crisis and loss of farmland to large-scale farm operations
- Increased alliance between government and big business
- Increased government corruption
- More secrecy in government
- More openness in government
- Vigilante groups
- More tolerance of dissent

After discussing some of the consequences with students, put them into teams and have each team identify domestic consequences of a given war. Assign individual team members one consequence to research fully. Have students make written and/or oral reports on the consequence studied.

Assessment

Oral discourse, and writing may be judged using a rubric.

Resources

Relevant reading on domestic activities during the war(s) that are studied

Strategy 5

Connecting to the curriculum:

Goal 8.4 Assess the impact of New Deal reforms in enlarging the role of the federal government in American life.

Skill I: The learner will acquire information from a variety of sources.

Skill II: The learner will use information for problem-solving, decision-making, and planning.

Skill III: The learner will demonstrate skill in constructive interpersonal relationships and social participation.

Skill IV: The learner will participate effectively in civic affairs.

Responsibility Theme: What is the responsible course of action?

Strategy

Have students read diaries and other accounts of human suffering such as those experienced during the Great Depression. Have students write about the conditions many people were forced to endure as a result of the Great Depression.

Introduce students to the some of the New Deal policies such as:

- The Agricultural Adjustment Act
- The Civilian Conservation Core
- The Federal Emergency Relief Act
- The National Recovery Board

Assign them one of the polices to research either individually or in teams. Have them write a paper or make presentations answering the following questions:

- Did the policy relieve human suffering and contribute to an improved economy?
- Did the policy contribute to the growth of government involvement in the United States Economy?
- Was the resulting involvement good for the United States in the long run?

Assessment

Oral discourse, presentations, and writing may be judged using a rubric.

Resources

Collections of diaries, letters, and other written accounts of the Depression and New Deal; sources that will enable students to conduct research on New Deal policies

Strategy 6

Connecting to the curriculum:

Goal 10.3 Trace major events of the Civil Rights Movement and evaluate the impact of the movement on institutions and the lives of citizens.

Skill I: The learner will acquire information from a variety of sources.

Skill II: The learner will use information for problem solving, decision making, and planning.

Skill III: The learner will demonstrate skill in constructive interpersonal relationships and social participation.

Skill IV: The learner will participate effectively in civic affairs.

Responsibility Theme: What is the responsible course of action?

Strategy

Have students read accounts of discrimination in the areas of employment, housing, education, criminal justice, and voting rights. An alternative may be to view a video documentary chronicling some historical examples of abuses in these and other areas.

Assign students a topic related to one of the specific areas of discrimination and have them conduct research to determine how some of these problems were remedied through legislation or judicial action. In their papers, have students assess how enduring the remedies were in terms of preventing future discrimination. Have students cite specific examples in today's media to support their conclusion.

Assessment

Writing may be judged using a rubric.

Resources

Written accounts of and documentaries about the conditions prior to the Civil Rights Movement, the Civil Rights Movement, and significant legislation and court cases. Newspaper and other news sources.

Strategy 7

Connecting to the curriculum:

Goal 10.5 Analyze the course of the United States economy in the last half century.

Skill I: The learner will acquire information from a variety of sources.

Skill II: The learner will use information for problem solving, decision making, and planning.

Skill III: The learner will demonstrate skill in constructive interpersonal relationships and social participation.

Skill IV: The learner will participate effectively in civic affairs.

Responsibility Theme: What is the responsible course of action?

Strategy

Throughout our nation's history we have had deficit spending during wars and the Great Depression. Since the 1960's the United States has had a consistent pattern of deficit spending. Have students look at federal budgets for selected years and plot the trends in deficit spending.

One of the major causes of spending is that voters and politicians are unwilling to make difficult decisions about spending. Have students participate in Budget Deficit Reduction Activity by responding to and discussing the following proposal.

Budget Deficit Reduction Activity

Decide which of the following proposals should be accepted and which should be opposed:

- Reduce federal spending on elementary and secondary education by 12 billion dollars.
- Increase fee charged to visitors at national parks in order to raise 19 billion dollars.
- Reduce the budget for foreign aid by 20 billion dollars.
- Reduce the military budget by 50 billion dollars.
- Enact a national sales tax. Projected revenues 200 billion dollars.
- Eliminate home mortgage deductions on income tax. Projected revenue 20 billion dollars.
- Reduce federal highway spending by 25 billion dollars.

First have students make their choices individually. Then place them in small groups to determine which are the best choices for reducing the deficit. Discuss the consensus of various groups with the entire class.

After the discussion, have students prepare and conduct a survey to determine how a cross section of the community might respond to the proposed reductions in the activity. Have students compile and analyze data from the survey.

Assessment

Oral discourse, survey, and analysis of survey may be judged using a rubric.

Resources

Budget data over time and the budget activity provided

Appendix

This section includes rubrics that are models for developing others that might be useful in assessing student performance in some of the suggested activities. Also there are traits for the National Civics Standards and Responsibilities of School Personnel that contribute to a more moral environment of a school.

NATIONAL CIVICS STANDARDS

DESIRABLE TRAITS:

- Civility
- Respect for the rights of other individuals
- Respect for law
- Honesty
- Open mindedness
- Critical mindedness
- Negotiation and compromise
- Persistence
- Civic mindedness
- Compassion
- Patriotism
- Courage
- Tolerance of ambiguity

Responsibilities of School Personnel

Fundamental moral values. School personnel must foster in students an understanding of the moral values that form the foundation of American society. American heritage and laws reflect a common core of personal and social morality. Moral people affirm the worth and dignity of others in their attitudes and actions. They take responsibility for their decisions and for the consequences of those decisions. Moral people have a capacity for self-evaluation, and they are willing to admit errors and alter views. Morally-committed people hold and express their own moral convictions and beliefs and respect the diverse views of other individuals and groups.

Respect for differences. Respect for differences is intrinsic to the healthy development of a heterogeneous society. In a free society all persons and groups are to be treated equitably, regardless of ethnic, racial, or religious differences. Latitude for genuine disagreement on moral issues and appreciation of individual and group differences are part of the American heritage and are important for contemporary society. Adherence to lawful means for settling disputes is morally required in our society.

Significance of religion. The significance of religion in shaping moral and ethical precepts appeared early in American history when the writers of the Declaration of Independence affirmed that "all men are created equal" and "are endowed by their Creator with certain unalienable rights...." No single system of religion or morality may be prescribed by government; however, school personnel should assist students to (1) recognize the sources of morality in history, law, and experience; and (2) appreciate the significant contributions of religion, including respect for the sacredness of human life and belief in freedom of worship. This rich and diverse heritage affirms in many ways that human beings are moral persons responsible for their decisions and behavior, and that they are obliged to concern themselves about the well-being of other persons and to respect living creatures and the physical environment.

Search for truth. Telling the truth and expecting to be told the truth are essential to the development of (1) personal self-esteem and basic friendships, and (2) genuine understanding of our society, its history, and the democratic process. A commitment to telling the truth embraces the conscientious pursuit and scrutiny of evidence. Students must learn to respect the processes involved in the search for truth. They should learn to identify and assess facts, distinguish substantial from insubstantial evidence,

separate the process of searching for truth from the acceptance of propaganda, and examine in a constructive and unbiased manner controversial subjects, such as politics, ethics, and religion. School personnel should assist students to develop their abilities to communicate effectively as they accumulate knowledge and reach conclusions.

Open discussion. Discussion in the classroom on questions of values and morality is fundamental to the search for truth. This approach is premised on a consideration of the American experience as seen in tradition and law. Open discussion requires scrutiny of possible options; it promotes decision making and problem solving. Students learn that they are responsible for their choices, the consequences of their choices, and their influence on other persons. School personnel should ensure that students have opportunities to inquire, to question, and to exchange ideas. The teacher should provide opportunities for students to try to understand conflicting points of view, to deliberate, and to develop sensitivity to persons who hold contrary views.

Open discussion is central to instruction on values and morality; it is contrary to indoctrination. Indoctrination is an act or process wherein students are told what to think or believe. To indoctrinate is to dictate; it is to promote a special viewpoint and to refuse genuinely to consider other possible options. To dictate is to dismiss opposing views or values without scrutiny and without consideration of possible beneficial aspects of the views or values dismissed. Statements made without regard to facts or made merely to vindicate personal prejudice must be rejected as alien to the educational process.

Justice. Fairness in dealing with others is a hallmark of our society. It is premised on a proper regard for oneself and others. The struggle to attain justice is found in American history, particularly in the development of American law. Students should realize that attempts to deal justly with other individuals and groups must be enlightened by (1) one's own sense of self; (2) empathy, a developing capacity to understand cause and effect and the lessons of history; (3) correct judgment as to right and wrong actions; and (4) the ability to deal critically with one's own motives. Justice, which requires constant attention to the preceding considerations, may be only approximated. Nonetheless, one owes to oneself and to others the obligation to engage in a constant effort to see that justice is attained. Treating the members of one's family, one's friends, and other persons with fairness in everyday relationships encourages the development of a just attitude in all human affairs.

Patriotism. Love of country and loyalty to its purposes are premised on the worth and dignity of persons who give their love and loyalty freely. Students should understand the origins of the nation, the principles of the Declaration of Independence, and the ideas and hopes of the Founding Fathers. They should develop a respect for the fundamental law of the land, together with a concern for the just enforcement and improvement of the law. The public school should foster informed and dedicated concern for America and its ideals; it should also encourage an understanding of other nations and other approaches to government throughout history and at the present time. As our forefathers did, we must show a "decent respect for the opinions of mankind."

Self-esteem. School personnel should provide an environment that enhances a student's self-esteem. Valuing oneself is a prerequisite for making moral decisions and for respecting others. Students are responsible for their own judgments and should be encouraged to express their own views and to respond respectfully to the views of others. Self-esteem and esteem for others are based on the intrinsic worth and dignity of individuals, not on academic ability or physical prowess.

Integrity. School personnel should encourage students to live and speak with integrity, that is, to be trustworthy. To foster integrity is to help build character, to assist students to be honest with themselves, to promote a wholeness unimpaired by self-deceit, and to encourage the development of reliability in relations with others. To be trustworthy is to be true to the trust placed in one. Trustworthy people are expected to fulfill their promises. Such people attempt to express themselves honestly. Informed and sincere expressions should be expected, whether they come from teachers or students. To act otherwise is to encourage lying, apathy, and resentment, none of which promotes education or personal integrity.

Empathy. The golden rule, a rule stating that we should do to others as we would have others do to us, is an ancient maxim shared by many peoples. This simple rule must be paramount in one's dealings with others. For example, school personnel should demonstrate in their lives a capacity to empathize with students; students, likewise, must seek to understand others and to empathize with them. One who wishes to be heard must be one who listens; one who wishes to be treated with dignity and respect must treat others with dignity and respect.

Exemplary conduct. The attitudes and values of students are shaped by adults who they emulate and by school personnel who they respect. The attitudes and conduct of all school personnel are daily lessons in morality, not the least of which is fairness in dealing with antisocial behavior. Good

schools are interested in and concerned for students. They are enthusiastic about the subject or subjects they teach, and they present what they know honestly and openly. Everyone encourages students to do their best and allows for shortcomings. In evaluating the work and activities of students, good teachers use fair standards. They discipline evenhandedly, and they reject poor sportsmanship and cheating. All of these attitudes and actions on the part of the school are eloquent lessons in morality worthy of emulation.

Moral interaction and ethical reflection in the classroom. Free discussion of values and situations involving morality is but one part of instruction that fosters moral interaction and ethical reflection. The total environment of the classroom should be conducive to the promotion of learning and the fostering of the student's self-esteem, integrity, and respect for other persons and their property. Important components of this classroom environment are the teacher's attitude and manner of acting, classroom decorum, and the basic rules that guide students' interactions and protect students against harm.

Moral interaction and ethical reflection throughout the school. The entire school should offer an environment that fosters moral and ethical interactions among students and adults. All staff members are important in the establishment and maintenance of an environment that is conducive to moral development. Precisely those situations in a school day that can present demoralizing and depersonalizing experiences for students must be recognized as critical opportunities to encourage moral development and responsibility. School personnel should deal firmly and justly with a student who imposes a demoralizing, depersonalizing, dangerous, or fear-provoking situation on another student. Nevertheless, an administrator or teacher who admonishes or punishes a student must be fair to the student. A counselor who advises a student should demonstrate an interest in and respect for the student. A secretary who treats a student with disrespect fails to carry out a moral responsibility. The ridicule of students or their views is detrimental to moral interaction. Sarcasm, prejudiced statements, and discrimination are indefensible.

Respect for the family and other groups. School personnel have the responsibility of helping students to recognize the values and moral issues underlying American society. The family and various community groups are basic units in society; they are fundamental sources of values. In a family, as in other community groups, persons should have an opportunity to test their ideas and to recognize limitations placed on their actions, in a context of concern and expectation. The family unit offers a foundation for self-esteem, trust, comfort, and affirmation of individual worth. School

personnel should realize, however, that vast differences exist within and among the basic units of society. These differences are rooted in religious, cultural, ethnic, and racial traditions and in social and economic conditions.

Respect for property. In America, respect for property, including public property, is rooted in the recognition of the worth and dignity of persons, their right to their possessions, and their common interests as citizens. Morally, to injure a person or damage his or her property is to become responsible for injury or damage. Legally, one may become liable to compensate for the injury or the damage. Similarly, one is responsible in regard to property held in common, such as schools, parks, lakes, and forests. All citizens must seek to maintain an environment that is conducive to the common mental and physical well-being of the citizens.

Reliability. School personnel should help students realize that the moral and legal fabric of our society depends on one's willingness to tell the truth to avoid misrepresentation. Students should be made aware of the need to evaluate sources of information and to be visually literate for all forms of media. Students should also be helped to realize that the act of fulfilling one's promises assures others of one's trustworthiness and reliability, and that this reliability forms the basis for contractual obligations in our society.

Respect for law. In America, it is morally and legally incumbent on all to live under the law. School personnel should make clear to students that disagreements that lead to unlawful conflict will be resolved by authoritative action. Students should be assisted to realize that the criminal law reflects moral judgments about standards of conduct held to be enforceable by society and that actions in violation of this law may be punished. Laws should be obeyed until they are changed by lawful means.

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Presentation Evaluation*

Use the rubric below to rate yourself on each of the criteria for an effective presentation. A rating of one (1) indicates that this area still needs work, and a rating of five (5) indicates that you did an excellent job with that criteria.

Name: Date: **Effective Presentations**					
	1	**2**	**3**	**4**	**5**
I introduced myself, the project, and the main ideas.					
I presented all of the key ideas in a logical, sequential order.					
I used facts and details to support the main ideas.					
I gave regular summaries of the information throughout the presentation and made smooth transitions to the next idea.					
I included the audience in the presentation.					
I used costumes/products/visual aids to make the presentation more interesting.					
I used natural body and hand movements and gestures.					
I maintained sustained eye contact with the audience and looked at all areas of the classroom.					
My voice was clear, well-paced, and loud enough to be heard by everyone in the class.					
In my summary, I included all of the main ideas.					

*Adapted from **The Curriculum Project** by J. Samara and J. Curry, Austin, TX, 1994,

Rubric for Group Participation

Using this rubric, observe and analyze your behavior and create a plan to improve your group participation skills.

Criteria for Group Participation Evaluation	Often	Sometimes	Not Yet
Leans forward to engage in conversation/activity			
Makes eye contact			
Asks clarifying questions			
Maintains focus on conversation/activity			
Initiates ideas			
Builds or contributes to another's ideas			
Acknowledges another's contribution			
Seeks contributions of others			
Answers questions			
Asks questions			
Plans for improving group participation skills			

Adapted from **Outcome-Based Restructuring Presentation**, the High Success Network, Eagle, Colorado, 1992.

Criteria for Rating Student Writing Samples in Social Studies

Level 4

Consistently uses accurate data.

Demonstrates a logical plan of organization and coherence in the development of ideas.

Develops ideas fully using such things as examples, reasons, details, explanations, and generalizations that are relevant and appropriate.

Consistently expresses ideas clearly.

Level 3

Generally uses accurate data

Develops the assigned topics using a general plan or organization

Demonstrates satisfactory development of ideas through the use of adequate support materials.

Generally expresses ideas clearly.

Level 2

Uses some accurate data.

Attempts to develop the assigned topic, but demonstrates weakness in organization and may include digressions.

Demonstrates weakness in the development of ideas with little use of support materials.

Has difficulty expressing ideas clearly.

Level 1

Uses little accurate data.

Minimally addresses the assigned topic but lacks a plan of organization.

Does not use support materials in the development if ideas or uses irrelevant materials.

Does not express ideas clearly.

0

Uses no accurate data

or

Is totally unrelated to the topic

or

Is illegible, i.e., includes so many indecipherable words that no sense can be made of the response

or

Is incoherent, i.e., words are legible but syntax is so garbled that no sense can be made of the response

or

Is a blank paper

INTERVIEW RUBRIC

4

Uses well developed, open - ended and clearly focused questions

Listens attentively and asks appropriate clarifying questions

Records and reports accurately

Relates to subject in an open and non -threatening manner

3

Uses well developed and clearly focused questions that limit responses

Listens attentively and asks follow-up questions most of the time

Records and reports, but may have minor distortions

Relates to subject openly most of the time

2

Uses questions that lack focus, lead or limit the response

Attentive most of the time and asks few follow-up questions

Recording and reporting may reflect personal biases or misunderstanding

Relationship with the subject is strained

1

Uses questions that fail to get the desired response

Is not attentive and fails to ask follow-up questions

Recording and reporting may be inaccurate or incomplete

Fails to establish a constructive relationship with the subject

ROLE PLAY RUBRIC

4

Evidence of research and understanding of event

Reflects understanding of societal issues and the emotions involved

Effectively uses the conventions of public speaking

3

Evidence of research with minor misconceptions about the event

Accurately reflects an understanding of societal issues and the emotions involved most of the time

Effectively uses the conventions of public speaking with minor inconsistencies

2

Evidence of research and unclear understanding of event

Accurately reflects an understanding of societal issues and emotions involved some of the time

Sometimes does not use conventions of public speaking

1

Little evidence of research and little understanding of event

Demonstrates limited understanding of societal issues and the emotions involved

Does not use the conventions of public speaking

Activity Rubric

	Student Name Peer Evaluators	Self Assessment				Peer Assessment				Teach Assessn		
		1	2	3	4	1	2	3	4	1	2	